

## Bellerive FCJ Catholic College

### Statement of British Values 2018



#### Bellerive FCJ Mission Statement:

- To help everyone within a caring community to grow in faith
- To respect and value other cultures and faiths
- To make the most of every given ability
- To enjoy and achieve personal growth and academic excellence

**His** • To prepare pupils for their adult life, playing a full part in a modern global society

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1	Mrs Louisa Allerston	January 2018	January 2018		

**Bellerive FCJ Catholic College**  
**British Values and our FCJ Mission**

The government set out its definition of 'British values' in the 'Prevent Strategy' (2011), which was designed to prevent the extremism and religious radicalization of young people. British values are considered by the present government to be **democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs**. The promotion of 'British values' is central to Catholic education because British values have their origin in the Christian values of our nation.

*"We are proud that Catholic schools promote values that are both Catholic and British, including: respect for the individual, democracy, individual liberty, respect, tolerance and inclusiveness. Our schools promote cohesion by serving more ethnically diverse and poorer communities. Catholic schools provide high standards of education which are popular with parents from all social, economic and faith backgrounds."*

**Paul Barber (Catholic Education Service 15 December 2014).**

At Bellerive FCJ Catholic College we recognise, not only the importance of helping students to flourish academically but also spiritually, morally, socially and culturally, so they are fully prepared for life in British society and for their role as citizens, able to make the strongest possible contribution to the Common Good of all. We teach the importance of British Values by going much deeper into the meaning of what it means to live a good life, within a framework of Catholic Christian FCJ values. Our community is guided ultimately by the example and teaching of Jesus – his welcome and inclusion of all and how our founder, Marie Madeleine D'Houet interpreted this within the context of educational mission.

**What is meant by "British Values"?**

We believe that the following list exemplifies some of the key British values:

- Democracy
- Respect of the rule of law
- Appreciation of the rights of other citizens
- Individual liberty
- The promotion of opportunities for all
- Support for those who cannot, by themselves, sustain a dignified life-style
- Religious tolerance and respect for cultural diversity
- Treating others with fairness
- Participation in community life
- The contribution to, as well as the benefit from, cultural and economic resources

Although this list is not exhaustive, we believe it encapsulates the attitudes and FCJ values we seek to inculcate in our young people.

### **How do we promote these values at Bellerive FCJ Catholic College?**

At Bellerive we believe that our core purpose and mission makes explicit our fundamental belief in many of these values. This statement is the foundation of all our work with our students. Here at Bellerive our core values of *justice, hope, excellence, dignity, companionship and gentleness*, actively promote many of these British values and our key mission to 'provide a safe and inspiring learning environment where all fulfil their potential' send a clear message both in word and practice that we promote inclusion, opportunity and entitlement of all members of our community.

**British values are embodied in the following more specific ways in Religious Education and PSHEE lessons.**

### **Religious Education**

All our students study RE from Year 7 -11 and all our students take the subject as a GCSE. The RE curriculum contains the following elements which are directly applicable to promoting British values:

#### **Key Stage 3**

Year 7 - Students start the year by looking into what it means to 'belong'. They begin exploring school, hobbies and community and move on to belonging in a religious and cultural way. Students also study Judaism and its place in society. They make comparisons with Christianity and Judaism.

Year 8 - Students study a range of topics that would feed into the concept of British values - they look into whether 1 person can change the world and focus on the life and work of key Christians such as Martin Luther King & Mother Teresa. Forgiveness and sin form part of the year 8 scheme of work, looking at the negative effects of sin and ways to rectify this. The last unit in year 8 looks at Church documents relating to Justice and Peace. Students also study Sikhism.

Year 9 - Students start the year looking at a topic entitled 'why should I care for others?' This topic looks at our place in the community and the world and requires students to reflect on why and how they should care.

#### **KS4**

##### **Year 10 and 11**

The students complete a full unit entitled 'Religious and Community Cohesion' which reflects on being a citizen of Great Britain and what that entails in terms of us being a multi-cultural and multi-faith society.

**In Year 12 and 13 all students follow the NOCN course of General Religious Education at Level 2 and 3**

**Year 12 Topics:**

**Living in the community** Students study the implications of being a member of society. Students focus on their role in the world we live with a particular focus on disability discrimination. Students will then move on to looking two major world faiths – Judaism and Islam. Within this area they will learn about birth, marriage and death within each faith.

### **Wealth and Poverty**

Students study the implications of being a member of society. There is a focus on the issues of wealth and poverty in today's world. Students consider the issue of wealth and poverty from a non-religious and Christian perspective as well as drawing upon their own views.

### **Year 13 Topics:**

#### **Ethical debate-crime and punishment**

Students look at a range of ethical dilemmas and discuss their personal views on each matter. This will enable students to understand how to make a moral/ethical decision and the difficulties involved. Students will then take an in-depth look into the topic of the Capital Punishment.

#### **Being a religious believer today**

Students study the beliefs and practices found in Sikhism and Buddhism leading them to compare and contrast these with Catholic Christianity

#### **Beliefs about life after death**

Students will study religious and non-religious beliefs about life after death. They will share their own views and opinions and make comparisons between the beliefs held by Christianity and two other religions, Hinduism and Islam

### **The PSHEE curriculum is taught in each of Years 7-11:**

Students participate in one 60 minute lesson per week of Personal, Social, Health and Citizenship Education from Years 7-11. These lessons, known in school as PSHEE, are taught by form tutors. Two themes directly related to British Values are visited each year.

- Governance
- Faith and Culture

Students have two lessons on each theme.

### **Year 7**

#### **Governance**

1. Too young to vote?
2. Does the punishment fit the crime?

## **Faith and Culture**

1. I am unique
2. What is culture?

## **Year 8**

### **Governance**

1. Politics and Youth
2. Young people and the legal system

### **Faith and Culture**

1. Tolerance

### **Drugs Awareness**

Pupils evaluate the decisions a good citizen would make with regards to drugs in society.

### **Our Environment.**

Pupils gain an overview of the main environmental issues and the links between them and they explore the possibilities of personal and political action on the environment. Pupils consider their personal commitment to protecting the environment.

## **YEAR 9**

### **Governance**

1. Why vote?
2. Civil and criminal law

### **Faith and Culture**

1. Human Dignity
2. Persuasion and Influence

### **Roles in the group and in the community.**

Pupils consider the reasons for, effects of and ways of dealing with problem behaviour. They develop co-operative group work, listening and negotiating skills. They collect and consider ideas about the meaning of community. Pupils discuss the roles of different people and groups within the community.

## **The police and you**

Pupils look at the public's attitude towards the police. They examine the powers that the police have and the rights of young people should they be arrested or taken to a police station.

## **Personal and social skills**

Pupils learn about the importance of being a responsible citizen. Year 9 students undertake responsibilities with regard to younger students in the school. They learn about resolving conflict. Pupils consider the individual's personal rights and possible courses of action if they are abused.

## **Equal opportunities**

Pupils work towards addressing issues of race, class, poverty, disability, age, gender, sexuality, physical appearance and religious beliefs. They investigate what is meant by an 'acceptable' lifestyle, consider how it is maintained and become more aware of what people have a right to expect. Pupil's awareness is raised regarding the issues of disability. They imaginatively experience the effects of physical disability and investigate the practical needs of the disabled.

Pupils become more aware of the diverse needs and values of older people empathise with them and recognise that the elderly are not a separate group within society; and develop a positive attitude towards ageing. They define what is meant by gender and racial discrimination and look at the forms they might take; and to consider **ways of combating gender and racial discrimination**.

Pupils consider the ways in which problems that people may encounter could be overcome.

## **Year 10**

### **Governance**

1. Types of government
2. Purpose of the criminal justice system

### **Faith and Culture**

1. Multi faith/Multi cultural
2. Stereo-types in the media

## **Year 11**

### **Governance**

1. Strengths and weaknesses of the UK constitution
2. What happens when someone is arrested?

### **Faith and Culture**

1. British Values in action
2. Extremism

### **Respect for others.**

Pupils develop an awareness of the importance of mutual respect. They develop an understanding of the concept of human rights. Pupils consider the safeguards available in the event of discrimination and prejudice. They consider acceptable ways of being assertive and explore the way values and attitudes affect our decisions. **They consider prejudice, racism and sexism**

Other curriculum subjects complement the PSHEE and RE curriculum in their delivery of British Values education.

### **Other ways British values are promoted include:**

Year Assemblies, held weekly, led by the Year Head or a senior member of staff, focus on many of these identified elements through their weekly themes. (See separate document of Prayer and Assembly Themes)

The FCJ Group encourages active participation in the school and wider community.

The school supports local, national and international charities. For example CAFOD and Save the Children, Medicine Sans Frontier, Food Bank, and the FCJ sisters in the Philippines.